USAID's Girls' and Women's Education Activity

A Portfolio of Possibilities for Girls' Education, No. 5

IMPROVING THE PHYSICAL ENVIRONMENT IN SUPPORT OF GIRLS' EDUCATION

Jeanne Moulton

Improving education for girls requires the collaboration of all sectors of society. Some improvements fall more naturally to the public sector. Others can be accomplished only at the community level. Constructing and repairing classrooms, building latrines, canteens, walls, and fences, digging wells—projects like these are among the most popular for communities to undertake in support of their schools. But their success is by no means assured. Experience teaches us that for a community to succeed in improving the physical environment of schools and communities, certain conditions must prevail. What have others done, and what have we learned?

What Barriers Are Related to the School's Infrastructure?

Many and diverse barriers to girls entering and completing primary school are related to the physical environment of the school itself. These barriers include:

- A lack of security
- Classrooms not conducive to teaching and learning

Jeanne Moulton is a Managing Research Analyst of the American Institutes for Research in Washington, D. C.

- Poor health and sanitation conditions
- Poor accessibility to schools and resources needed for strong schools.

Let us look more closely at each of these kinds of barriers.

Lack of Security

Parents, not their daughters, decide whether a young girl will enroll in primary school. It is not difficult to understand why parents are reluctant to send a girl to a school that looks uncared for, vulnerable to intruders, remote, or even dangerous. We wonder why parents would even send young boys to such a place. Parents of girls care also about facilities other than classrooms. In fact, parents questioned in Pakistan responded that they did not mind the absence of desks and chairs in girls' schools, but two-thirds criticized the absence of latrines (Culbertson et. al. 1993). Girls, too, especially older girls who have begun to menstruate, want to feel secure at school and want to have the privacy of toilets. Female teachers, who are important as mentors and guides for young girls as well as instructors, also want physical security and adequate facilities.

Schools also need a secure place to store textbooks and other supplies. In any community, poor or rich, these items have high value outside of the school. Everyone is aware of incidents of books that have been stolen from school grounds and sold in the open market.

Classrooms Not Conducive toTeaching and Learning

Not only textbooks and other costly supplies must be safely stored away when school is out of session, but simple visual materials in the classroom must be protected. A stimulating classroom has attractive posters, maps, childrens' work, and other inexpensive materials that entice students or give them pride in their accomplishments. Classrooms with no doors and broken windows make it difficult for teachers to post materials on the walls or to keep what children have created on display.

With or without visual displays, classrooms that are dark, cold, damp, and dirty are not conducive to learning. Surveyors of schools in Kenya reported "starkness and bleakness, dreary and colorless learning spaces." Many classrooms suffer from limited space. Crowded classrooms, with students tightly squeezed together, tucked into back corners, far from the teacher, demand an extraordinary effort on the child's part even to pay attention. When the teacher has little space to move around, those seated beyond the first few rows can be out of reach and beyond influence.

Poor Health and Sanitation Conditions

A lack of clean latrines not only discourages girls from coming to school but also jeopardizes their health. Diseases are spread through fecal matter, especially where there is no running water or soap to wash hands. Schools without clean drinking water also present health hazards. Contaminated water used in food preparation and for drinking is another common source of disease.

Too many schools do not supply snacks or meals to students, who often come to school without breakfast and who are expected to sit in class much of the day without nourishment. Schools cannot supply food unless they have some facilities for its preparation, and these facilities should include clean areas for handling food and clean water.

Overcrowded classrooms also spread common diseases, such as respiratory, skin, and eye infections. This is particularly true where classrooms are cold and damp and children cannot keep warm. Sick children do not come to school.

Poor Accessibility to Schools and Resources that Good Schools Require

The problem of inaccessibility has three dimensions.

- First, in many rural areas schools are not accessible to girls because the distance the girl must cover between home and school is too far. A lack of roads makes biking or motor transportation impossible.
- Second, though the school building itself may be within reach, critical resources may not be. Schools without safe housing repel female teachers. A lack of electricity makes it difficult to light classrooms or to access radio broadcasts directed toward schools.
- Third, while the school may be well equipped, girls may not be able to attend because poor infrastructure near home requires them to spend too much time with household chores. When well water or running water is available nearby, girls need not travel long distances to fetch water. The availability of clean drinking water frees time for girls because it reduces illness among family members, thus requiring less time to care for the sick.

What Construction Projects Can Help to Overcome the Barriers?

Just as the preceding list of barriers raised by inadequate physical facilities is long and varied, so is the list of interventions that can help to overcome these barriers. School committees, community organizations, private businesses, religious groups, and others that want to help make schools more attractive to girls have a wide range of options in this area.

Classrooms

Classrooms top the list. Most governments have standard specifications for classroom blocks, and their construction is a fairly straightforward series of steps. (At the same time, government standards are often ignored, especially when “temporary” classrooms are built.) Sometimes the government or a private group will contribute manufactured materials such as tin roofs. Where there are enough teachers to take on additional classes, adding new classrooms to a school can ease the strain of crowded classrooms.

Sometimes, though classroom space may be sufficient, the rooms are in such disrepair that they must be rebuilt. Other times, minor repairs, cleaning, painting, or perhaps new doors or windows are all that is required. Such minor repairs can turn an insecure classroom into one that can be locked or a damp and dirty classroom into one that is more attractive and healthier.

Sanitary Facilities

Sanitary facilities can make a big difference to girls. Parents and others can build adequate latrines out of local materials, placing them a strategic distance from school buildings and using simple

technologies to maximize the likelihood they will be kept clean. While it may be more difficult to provide clean water, sometimes one or two wells can be dug easily and outfitted for children's and teachers' use. If the school provides school snacks or meals—or has the determination to do so—a protected space with cleanable surfaces and access to clean water can be constructed for meal preparation or serving.

Boundary Walls and Fences

Boundary walls make schools safer for girls and ease parents' justified fears about sending their daughters to school. In conservative Muslim areas, boundary walls are almost a necessity if the school wants to accommodate girls. In other areas, where the school is not safe from intruders, girls and their parents benefit from the security of walls. In some cases, the school principal and teachers are better able to take responsibility for students when the school is walled.

Teachers' Housing

Housing for teachers, especially female teachers, is essential in rural areas, where housing is scarce and teachers need an incentive to live and work far from their own homes. We have learned how important female teachers are to girls in school, yet we also know how difficult it is for women, single or married, to teach in remote schools. Safe and comfortable housing often makes it possible to attract and keep female teachers.

Storage Space

Storage rooms and lockable cupboards allow schools to store textbooks and other instructional and administrative materials when the school is closed. Textbooks are expensive, and the school that loses them from theft may not get more books for years. Such facilities are among the easiest to construct.

Roads and Electricity

Roads require considerable labor and equipment to build. If a road or bridge will allow the girls in one or more villages to reach a school in less time or more safely, however, it will be worth the effort. Roads have other purposes in addition to commuting to school, so community groups may have additional incentives to help build them.

Electrification of schools and villages makes a huge difference in children's ability to study and learn. When a home has electricity, children can read after dark—perhaps the only time available. When a school has electricity, lit classrooms help students see the chalk board, the teacher, even their own desk work on a dark and stormy day. In addition, electrified villages have better access to radio broadcasts. Even in the far corners of poor countries, radios bring information, education, and awareness of the larger world to which the school curriculum is connected. If bringing electricity to the school community is possible, the benefits will far outweigh the costs.

Where Have Such Projects Been Undertaken?

Our focus here is on how school committees, parents' groups, religious communities, and other groups of stakeholders in the community school can help improve the school's physical environ-

ment. We see infrastructure improvements as an important strategy for attracting more girls to school and keeping girls in school longer.

When we look for examples of such projects, however, we must look broadly. Many communities have improved school physical environment in order to benefit all children—boys as well as girls. Also, it is often not the community but the national government or donors that have built the classrooms, latrines, roads, and so on. These cases are instructive nevertheless because they show what has been done, what has contributed to success, and what errors have been made from which others can learn.

The illustrations we offer here are only a few of many instances in which an improved school infrastructure has resulted in more girls in school.

- In **Morocco**, with help from the World Bank, the government has formulated a strategy for increasing girls' net enrollment from its 1996 rate of 34 percent in rural areas to 55 percent by 2000–01. The thrusts of the strategy are, first, to improve the infrastructure and living conditions of rural communities, second, to shorten the distance between schools and homes by building more schools, and, third, to build parents' awareness of and support for the value of educating their daughters (and sons). To improve infrastructure, the government plans to increase access to clean drinking water and sewage facilities in the community.

  In another program, supported by USAID's Girls' and Women's Education Activity, several communities in Morocco have expressed interest in improving the facilities of local primary schools so that more girls will attend. In the provinces of Sidi Kacem, Al Hoceima, and Essaouira, school communities are building boundary walls, latrines, water wells or reservoirs, and canteens. In each province, the participating communities have identified an organization to manage the project and to contract on its behalf with an international funding agency. In some cases, the organizations are Parent-Teacher Associations (PTAs). The Girls' and Women's Education Activity is helping the communities seek funding from international agencies (Canadian, Japanese, and others). Local nongovernmental organizations (NGOs) have been identified to supervise the projects.

- In **Kenya**, a survey of schools in the rural districts of Kwale, Nakuru, Kisumu, and Meru revealed that about half the first-grade students missed school due to illness (Nkinyangi and Van der Vynckt 1995). The same study showed that the illnesses of these children may have started at school, as most schools are in an "unhealthy" state. Classrooms in poorly constructed "temporary" buildings are generally the worst. These are allocated to lower grades where classes are the most crowded and failure rates the highest. Less than a quarter of the schools sampled had ready access to a water supply. In many schools, latrines were unusable--either filthy or unsafe due to collapsing walls or slippery floors. The number of latrines was inadequate: an average of 47 girls (and sometimes as many as 280) used a single latrine. As part of a broad effort to improve the health of school children, the government encouraged schools to repair classrooms and latrines. The government also proposed ways to solve problems of light and ventilation that account for poor visibility, eye strain, headaches, and discomfort. The government suggested improving acoustics, so that children would be less distracted by noise, and it urged schools to build and maintain an adequate number of clean latrines.

- In **Pakistan**, for over a decade, the government, with the help of international funding agencies and NGOs, has helped communities improve schools so that more girls will attend. In the country's poorest province, Balochistan, parents were not willing to send their daughters to government schools. Parents wanted a school with a solid structure, a boundary wall, a water pump and a latrine in working order. In addition, they wanted teachers to be present and punctual and refrain from beating children and from taking bribes from parents (World Bank 1996). The provincial government created a 14-step process for opening and maintaining a community school for girls. The process began with recruiting and training a teacher, usually a young woman from the community. Eventually, when the school was operating in a mosque or other center, the government helped the community build a small school. Because they were already committed to making the school work, parents and other community members worked hard to construct the school buildings.
- In **Laos**, as in other east Asian countries, communities have a long tradition of supporting schools, including donations of time, materials, and labor. Often, the Buddhist temple is the center of community support. In rural areas, where communities are more cohesive and closely tied to the temple, support is stronger. Local leaders exploit the willingness of community members to help schools.

  An example of how communities in Laos support primary schools is a rural village in Vientiane Province (Bray 1996). The village constructed two primary schools within two years. Community members contributed free labor that reduced the buildings' cost by about half. The community also built a perimeter fence, benches, and desks. The chairman of the community association oversaw the work. Villagers worked in four groups, each providing labor on a different day. Each household was required to send a strong worker, who was required to report on time. The chairman kept careful records of workers. Each of 53 households was also asked to give money for materials. In a few cases, where the households were too poor to contribute cash, they were asked to provide extra labor.

What Lessons Has Experience Taught?

Whoever wants to advocate that communities help improve school and community facilities should pay heed to what others have learned from experience. Here are some lessons:

The Need Is Visible and Real

Why should a school committee, a group of parents, an organization in the community, a private company, or another group of stakeholders consider a project to improve their school's physical environment? The fact is that many do. Nearly every school community in Ethiopia that was given a monetary incentive to improve primary education chose to build or rebuild facilities. In the other countries we have mentioned, plus many others, stakeholders who want to improve girls' education opt first to improve the physical plant of the school and the surrounding community. A bit of reflection shows that this is not surprising.

Communities elect to undertake infrastructure projects because the need is so visible. While most parents and other community members never see the inside of their daughters' classrooms, everyone can see the school's exterior, and most recognize the critical importance of sturdy walls and roofs, secure and clean latrines, boundary walls or fences, and housing for teachers.

Communities also choose to improve school infrastructure because they know they have the skills to do so. While community groups may feel that, as lay people, they are ill-equipped to improve instruction, or even school management, they often have among them the skills to build new structures or repair decaying ones. In regional projects in Ethiopia and in Tanzania, for example, where school committees were given resources to help improve the school however they chose, nearly all began with construction projects. Villagers and those living in larger communities are accustomed to working together to construct shelter and other structures, so building classrooms or other school facilities is not an extraordinary request.

Some may argue that school buildings are not as important as the instructional process—teachers, books, curriculum, and so on. Without arguing the relative merits of various components of schooling, we can say that physical environment matters. Parents are not mistaken in their perception that a place of teaching and learning should be healthy and safe. As we have reported, parents in Pakistan believe that latrines are more important than desks and chairs for their girls in school. From a health standpoint, they are probably right. Parents, and even teachers, may not recognize how important to learning are sturdy, uncrowded, well-lit, and well-ventilated classrooms.

Altogether, the need to improve physical environment is easy to sell. Adequate physical environment is critical to good teaching and learning, but it is not always so uncomplicated as it might seem to provide.

Whose Agenda? It Must Be the Community's

While it may seem easy to get a community to agree to help improve a school's physical environment, the agreement may lead nowhere. A community that sees a school improvement project as someone else's agenda is not likely to contribute anything significant. This is probably the most important lesson from experience.

A school improvement project in Ghana, supported by the central government and a large international lending agency, failed to get community members to contribute to school-building projects. The problem seemed to be that improving school buildings was the government's and funding agency's agenda, but not the communities. If this evidence is not convincing, the countryside of east Africa is dotted with school foundations, pillars, and roofs—and missing walls. Why? As we have said, school repair and construction are easy to sell; it is not uncommon for communities to be asked or even required to build schools.

Yet, unless the community itself believes in the high priority of the project, the community's contribution is not likely to endure. Some people may do what is asked, particularly where the community leaders have the authority to make demands. Although community members may help raise walls or clean classrooms, their effort is unlikely to continue until the project is completed. Some will simply ignore the expectation that they are to make bricks and fill in between floor and roof.

A community's willingness to help will vary from one region of the world to another. Within the Buddhist tradition of community service, countries in east Asia are accustomed to contributing to help the school. Even in these countries, community efforts will vary from one to the next. This is also true in other parts of the world. An engaged community can do a lot; a community that sees the project as someone else's will do little, if anything. An extensive effort to improve rural schools for

girls in Pakistan showed that not all villages can muster enough parental support to develop a school (World Bank 1996). Some resisted overtures to establish village education committees or other parent organizations. In rural areas, garnering parents' participation often relies on a strong sense of community within the village. In villages where strong institutions do not already exist, one for supporting schools must be established. Sometimes the interest is absent. In more urban areas, where children come to school from less distinct communities, school parents must be mobilized to provide support. This, too, is sometimes difficult.

More often than not, however, parents show interest and commitment to working together to support their children's school. The challenge is to help them decide what is most important to them. In some instances, the community may not see primary education as something it wants to address. If the community does see education as a priority, it may prefer to help supply textbooks or something other than improve the physical environment. The community should have a broad range of choices in what it undertakes, including the choice to do nothing.

How Can Construction Projects Be Linked with Other Interventions?

Whether it is the community or a remote government office that builds or repairs infrastructure, a project is more likely to gain support if it is complemented with other activities that seek to achieve the same objective.

- More and more often, education programs that international agencies fund are intended to raise awareness among the community of the importance of education. Projects funded by USAID in **Cambodia** and in **Ethiopia** aimed primarily to involve parents in school projects *as a means of raising their interest and of making schools accountable to communities.* Thus, the building or repair activity had two benefits: improved physical environment and increased community involvement in the school. In these cases, however, it is especially important to help the community take the lead in deciding on how to give support.
- In **Kenya** and elsewhere, communities were asked to renovate school classrooms, latrines, water supply units, and canteens *as a means of improving school health.* In Kenya, these activities were complemented by interventions to improve children's nutrition, to prevent and cure diseases, and to develop a curriculum on good health practices.
- In **Morocco**, the World Bank is supporting a multifaceted effort to develop the physical environment and human resource base of the broader community. This strategy stems in part from the finding that the economic development will help to get more girls through primary school. In addition to improving the physical environment of rural communities, the government will improve health services and provide literacy training for adult women. By reducing the time girls are required to spend on household chores, by improving their health and readiness for learning, and by increasing the rate of literacy among mothers, the government and the World Bank expect that more girls will enroll and continue in school.

In brief, while improving school infrastructure has obvious benefits to the broad goal of improving teaching and learning, construction projects will have more significance if they are initiated in terms of more narrowly targeted objectives and complemented by other activities aimed toward the same objective.

What Are Some Guidelines for Implementing Projects?

It is not possible to give specific instructions about how to launch and complete a construction project because of the wide variety of possibilities and the close relation between the projects and their physical and social context. Yet we can provide some guidelines to get the implementation process started and to keep it on track.

Ensure that the Stakeholder Group is Organized and Willing to Work

We cannot overemphasize the importance of the community's taking the time to make its decision about what project to undertake. Sometimes the stakeholder group that instigates the project will be the school community itself. Other times, it will be a group somewhat outside the community, such as a religious group that covers many communities, a private enterprise, or an NGO whose purpose is to help communities improve schools. When a group outside a community instigates a project it may need to help a community become more coherent through a series of small steps in community development. This community development may have nothing to do with improving the school, but it must precede a school project. The community must develop to the point that its leaders are able to engage people in a cooperative effort. A community that works together well can tackle ambitious projects; one that does not needs other kinds of assistance.

Use a Sound Process for Facilitating the Community's Selection of a Specific Project

Hold a series of meetings with the group to determine what project(s), if any, the community is interested in undertaking. Participatory decision-making methods, such as Participatory Learning and Action (PLA), which outsiders use to facilitate community decisions, might help ensure that the community makes a sound decision. Or, strong leaders within the community can inspire others to engage in problem-solving and agree together what they think is most important to do.

In any case, members of the community need to assess the feasibility of potential projects. Do they have the skills, labor, materials, and financing necessary? (The appended guidelines on assessing projects can be useful here.)

Prepare a Work Pan and Budget

Once the community has made a clear decision on what project or projects it intends to undertake, someone with the necessary skills and experience must develop a work plan and budget. (The appended budget from a project in Morocco can serve as guidance here.)

The work plan should outline who will manage the project, what the key activities or phases of the project are, who will have responsibilities in each of these activities, and what dates will be targeted for completing each key activity.

If the community is seeking outside funding or other assistance, it must also find someone with the experience needed to write a persuasive proposal and locate likely donors. In this case, the community will also have to identify an organized group that can sign a contract with a funding agency and an individual within that group who will assume legal responsibility for managing the resources given to the project.

Launch the Project with Fanfare

The first day of work should be a noteworthy event. Everyone in the school community and others outside who are engaged in the project should be aware that the activity is being launched. This gives a boost to those who have committed to work on the project, and the event reminds the community of the project's importance and, more generally, of education and the school.

Monitor Progress

The group of community members that implements the project must be accountable to the broader community and to any other stakeholders in the project. Someone in these community and/or stakeholder groups must monitor the project's progress regularly and make its managers accountable for the resources they are using. When work slows, the monitors must bring this to the attention of the community and other stakeholders and convince them to help overcome barriers.

Celebrate Completion

When the latrines have been built, the classrooms repaired, or the walls constructed, the community should, once again, call people together to celebrate. This is another reminder of the school's importance and of the community's support of the school.

Plan for Maintenance

Finally, while spirits are high from achievement, the community must agree on a maintenance plan. Who is responsible for minor repairs? Who will check regularly to see what repairs are needed or otherwise report the need for repairs? Who will supply the needed resources, including labor?

How Can Benefits Be Sustained?

Like any concrete step forward, improved school infrastructure can soon crumble unless the initial effort is maintained. Physical facilities, like school management practices, teaching methods, and communication systems, require maintenance. Three factors influence the maintenance of school facilities.

- Newly built and repaired facilities are more likely to be maintained if a maintenance plan is established at the start, a clearly identified person or group is held accountable for maintenance, and the resources required for maintenance are budgeted.
- In addition—harkening back to what we have learned about ownership—facilities are more likely to be maintained if those made responsible for maintenance feel that they "own" the facility.
- Finally, we need to think about how to maintain the construction or repair activity itself. Whoever facilitates the community's decision about what project to undertake must help that community be realistic about what it can do. Failing to make progress because the initial goal is overambitious has two undesirable results. The needed improvements do not happen and the group that attempted them feels discouraged and unlikely to try something again.

If the community has identified a meaningful project, if it has been well managed, and if the community believes it "owns" the results, keeping the project well maintained will be easier. In addition, the community may want to proceed to the next project, whether it be construction or something else to improve the education of its children.

Sources of Information

Bray, M. 1996. *Counting the Full Cost: Profiles of Nine East Asian Countries.* Washington, D. C.: The World Bank.

Culbertson, R. and others, cited in R. T. Bellew and E. M. King, "Educating Women: Lessons from Experience," in King, K. M. and Hill, M. A. 1993. *Women's Education in Developing Countries: Barriers, Benefits and Policies*. Washington, D. C.: The World Bank.

Nkinyangi, J. A. and Van der Vynckt, S. 1995. *Child Health, Nutrition and Educational Participation.* Nairobi/Paris: UNESCO.

World Bank. 1996. *Improving Basic Education in Pakistan.* Population and Human Resources Operations Division, Country Division 1, South Asia Region.

Annex 1: Assessing need for repairs in classrooms

The government of Kenya and UNESCO have suggested how those interested in improving the physical condition of classrooms can assess what needs improvement. Some of the following list of suggestions is taken from Nkinyangi and Van der Vynckt (1995).

A classroom that is poorly lit (too dark, too bright, or sharp contrasts in light) can cause eye strain and make paying attention to the teacher and to learning materials difficult. Visually divide the classroom into ten areas: the front of the room, where the teacher generally has a desk and uses the chalkboard, plus the larger part of the classroom (where pupils sit), divided into nine sections (like a tic-tac-toe game board). For each section, determine the following:

- Is the section poorly lit (on a dark day as well as a bright day)?
- Are there variations in lighting (sharp contrasts, shadows, glare)?
- Do windows let in too much light?

Chalkboards are the main teaching aid in many rural schools. The visibility of what is written on the chalkboard is of upmost importance to pupils.

- Is the chalkboard large enough for the teacher's needs?
- Is it easily legible from different sections of the classroom? Where is it not legible?
- Does it reflect a glare under any lighting conditions? Where?

Air movement and air temperature in the classroom affect pupils' comfort; if they are too cold or hot, they are easily distracted from what is happening.

- Is the classroom too breezy?
- Is it too stuffy and warm?
- Is it cold, chilly, or damp?

Other distractions come from unwanted noise. The nature of the problem must be identified.

- Do disturbing noises come from neighboring classrooms?
- Do disturbing noises come from the school courtyard or beyond the school?
- Are there rattles or constant noises within the classroom?

Other defects in the classroom may be more obvious, but someone needs to identify and report them:

- Are any windows or doors unable to be closed tight and opened wide?
- Does the roof have leaks?
- Do the walls have cracks, missing chunks, or spaces where insects can penetrate?

Annex 2: Sample budget for latrines and wells

This sample budget comes from a school construction project in the province of Sidi Kacem in Morocco. USAID's Girls' and Women's Education Activity supported the project's development. The Association of Dar Echammakh in the province is responsible for managing the project. The association expects to sign an agreement with the Embassy of Canada for funding of the project.

The budget for these toilets and water towers for three schools does not include labor costs, because the community will supply labor at no cost. (The costs are indicated in U. S. dollars.)

Materials	Quantity	Unit cost	Total cost
Rocks	3 sq. meters	$15.00	$45.00
Bricks			
15 cm	1000	.40	400.00
6 cm	620	.30	186.00
Subtotal	1620		586.00
Sand	12 cubic meters	16.00	192.00
Gravel	8 cubic meters	11.00	88.00
Cement	62 sacks	4.50	279.00
Reinforced concrete	129 units		288.70
Wiring	9 m eters	1.00	9.00
Toilets and plumbing			
Toilet seats	4 units	29.00	116.00
Large sink	2 units	72.00	144.00
Faucets	8 units	6.00	48.00
Piping, tubing	100 meters	.60	60.00
Subtotal			368.00
Doors/windows			
Wooden doors	6 units	80.00	480.00
Windows	2 units	20.00	40.00
Window bars	2 units	15.00	30.00
Subtotal			550.00
Paint	3	70.00	210.00
Stain	3	1.50	4.50
Subtotal	6		214.50
Septic tank	1 unit		120.00
Transport of materials: miscellaneous			150.00
Total unit (latrine block, water tower)			2890.20
TOTAL	3 UNITS	2890.20	8670.60

This document is one of a series in the Portfolio of Possibilities for Girls' Education. *The first six papers in the portfolio, coordinated by Archer Heinzen, Ph.D., are being published on the occasion of the International Conference on Girls' Education in May 1998. They are:*

- Enhancing Girls' Education through Community Schools
- Girls' Scholarship Programs
- A Media Intervention Model for Girls' Education
- Mentoring Programs: An Approach to Improving Girls' Participation in Education
- Improving the Physical Environment in Support of Girls' Education
- Using Incentives to Improve Girls' Participation in School

Documents in progress include:

- Girls' Clubs
- Programs for Out-of-school Girls
- Social Mobilization for Girls' Education
- Teacher Training in Support of Girls' Education

Anticipated future titles include:

- Enhancing Girls' Education through Multigrade Schools
- Child Care Programs in Support of Girls' Education

Produced by the Institute for International Research, a fully owned subsidiary of the American Institutes for Research, as part of the U.S. Agency for International Development's Girls' and Women's Education Activity. The Activity is funded through the Agency's Office of Women in Development, Bureau for Global Programs, Field Support and Research, Contract #HNE-5848-C-00-6046-00.

The Institute for International Research implements the Activity in collaboration with Abt Associates, CARE, Management Systems International, Plan International, and World Learning.

For additional copies or further information, please contact the Institute at: 1815 N. Fort Myer Drive, Suite 600, Arlington, VA 22209, USA. Tel: (703) 527-5546, Fax: (703) 527-4661, E-mail: girls_education@air-dc.org.